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ABSTRACT

The Bilingual-Bicultural Education Program of the Institute of American Studies attempts to develop the sensitivity and skill needed to teach and work in cross-cultural settings. The course of study includes both the modern curricula and methodology involved in the teaching of language and the social and cultural forces inherent in language. Instruction is offered for undergraduate and graduate credit, the latter leading to the Master of Arts in Teaching degree with a concentration in bilingual-bicultural education. A certificate in teaching English to Speakers of Other Languages and Dialects (TESOLD) is also granted. Supplementing course work are practica and field study. These provide the opportunity to apply understandings and skills by working with international students attending the American Language Academy, by bilingual teaching in the schools of the area, or by working with ethnic groups living within the District of Columbia. (Authors/JA)

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The Bilingual - Bicultural Education Program

of the

Institute of American Studies,

Trinity College

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Institute of American Studies

DESCRIPTION OF PROGRAM

Globalization has removed the protective screen of isolation and placed peoples of diverse ethnic backgrounds into often abrasive contact with one another. "Culture shock" is a term employed to describe the social, psychological, cultural, and linguistic dislocations and adjustments which an increasingly large number of the world's people are undergoing. The United States itself is populated by a wide variety of ethnic groups who must be able to live and work together in social harmony. Thus, there is a great need at both the international and domestic levels for teachers who can bridge these culture gaps.

The Bilingual-Bicultural Education Program of the Institute of American Studies has as its purpose the systematic development of the sensitivity and skill needed to teach and work in cross-cultural settings. The course of study includes both the modern curricula and methodology involved in the teaching of language and the social and cultural forces inherent in language. Instruction is offered for undergraduate and graduate credit, the latter leading to the Master of Arts in Teaching Degree with a concentration in bilingual-bicultural education. A Certificate in Teaching English to Speakers of Other Languages and Dialects (TESOLD) is also granted.

Of special value to teachers are the practica and field study which supplement formal course work. These provide the

the opportunity to apply understandings and skills by working with international students attending the American Language Academy, by bilingual teaching in the schools of the area, or by working with ethnic groups living within the District of Columbia.

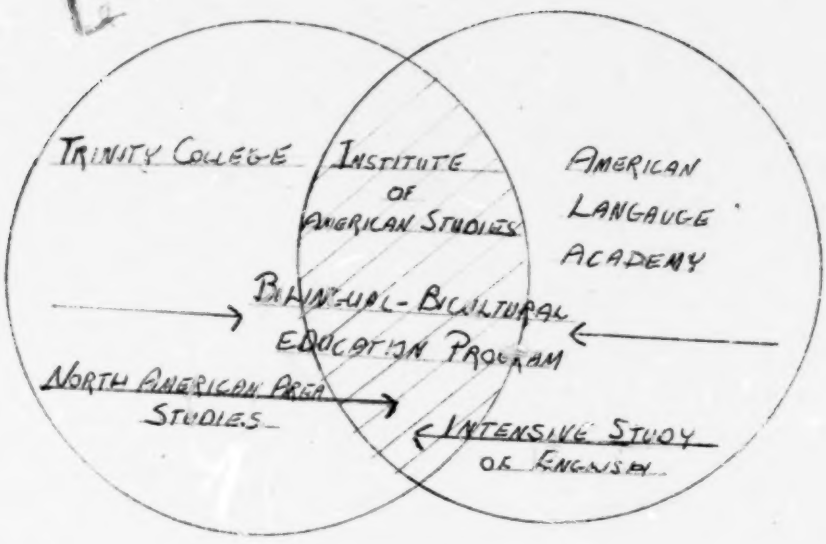
CASE STUDY

DEVELOPMENT AND ORGANIZATION OF THE PROGRAM

The Bilingual-Bicultural Education Program developed out of the educational possibilities created by the location of the American Language Academy on the campus of Trinity College. The College has a good foreign language program and a strong interest in the applications of linguistics in education. Moreover, its undergraduate and graduate teacher-training programs are largely geared to preparation for teaching in an urban setting. Thus, there is sensitivity to the special need of teachers in the inner city to work effectively with students from a variety of ethnic backgrounds. The American Language Academy, which primarily provides intensive study of English, has brought international students and professional people on campus, creating an ethnic mix where the problems of communication and of working in a cross-cultural setting can be studied firsthand. The campus faculty community has also been enriched by the addition of instructors trained in the teaching of a second language and in the interaction of culture and linguistics.

In recognition of these unique educational opportunities, the Institute of American Studies was established in 1972 under the joint sponsorship of Trinity College and the American Language Academy. The relationship among these institutions and the three programs of the Institute is expressed

schematically below.



The three programs of the Institute are designed to compliment each other. Intensive Study of English provides international students with the command of the language necessary to embark upon the program of North American Area Studies, drawing on courses in literature, history, political science, sociology, etc., offered by the College. The Bilingual-Bicultural Education Program is the capstone of the Institute's programs, taking advantage of the presence of skilled instructors and the cross-cultural setting to provide training in the teaching of language and working effectively where there is bicultural or multicultural diversity.

The Institute of American Studies is directed by a three member board responsible for the supervision of its programs. Its members are the Director of the Trinity M.A.T. Program, the Director of the American Language Academy, and the Director of the Trinity College Language Laboratories.

OBJECTIVES

The major objectives of the Bilingual-Bicultural Education Program are:

1) to increase the effectiveness of teachers and others who work in cross-cultural service professions;

2) to provide training in Teaching of English to Speakers of Other Languages and Dialects (TESOLD);

3) to cultivate an understanding of the social and cultural forces in language;

4) to give practical experience in teaching and working in a bicultural setting and to develop appropriate curriculum materials.

COURSE OF STUDY

The complement of courses in the Bilingual-Bicultural Education Program provide the opportunity to study both the teaching of language and the social forces in language.

Description of Courses

Education 531: Curriculum and Methods in the Teaching of a Language

A methodological approach to the development of all language skill areas, emphasizing aural-oral methods, stressing the centrality of semantics and patterns of linguistic behavior. Training in the elaborative use of dialogue. Emphasis on contrastive analysis with the student's mother tongue. Use of signalling systems, elicitation techniques, visual aids, language laboratory facilities, and other classroom techniques. Consideration of alternative language instruction systems.

Education 532: The Nature of Culture Shock

Examination of the several stages of intrapersonal conflicts and adjustments necessitated by immersion in a second culture. Examination of the phenomenon on domestic and international levels. Analysis of socio-psychological, cultural and linguistic factors.

Education 533: Teaching English to Speakers of Other Languages

A treatment of materials specific to the teaching of English to speakers of other languages; the presentation, adaptation, and supplementation of such materials, together with the planning of their use. Attention to the structure and organization of ESOL courses according to student age, need, length and level of study, and educational background.

Education 534: Language in Culture

An examination of culture and language, as an aspect of culture, as symbolic systems; the transmission of culture, with special emphasis on language acquisition. Verbal language as a cultural medium; nonverbal language as a cultural medium. Language in context: the meshing of verbal and nonverbal behavior.

Education 535: Language and Ethnocentrism

The role of language in social identity; dialect switching and its implications. Dictionaries, prescriptive and descriptive. The relevance of language to employment. Cultural multiversity; the question of a national language and minority groups. Lexical contributions of other languages to American English, with special

emphasis on Spanish and American Indian languages.

Education 536: Language Variety

An exploration of regional and social language variations; the bases of dialectology. Bidialectalism as a vehicle for cultural mobility. An examination of language and its causes, elaboratively supported through a comparison of "standard" British English and "standard" American English, along with a view of American dialects of special historical interest.

Linguistics 672: Elements of English Linguistics

Examination and application of concepts, terms, and methods basic to the study and teaching of English today. A reading, discussion, and laboratory course culminating in a paper giving the student's own synthesis of the materials covered.

Linguistics 673: Urban Dialectology

This course, which is intended for teachers rather than field workers, aims to prepare students to deal specifically and effectively with learning problems which arise from dialect clash. Topics include contrastive dialect analysis, biloquialism, and dynamics of dialect stigmatization.

Sociology 550: Cultural Anthropology

Introduction to Anthropology; the discipline (the scope of the discipline - archeology, ethnogeny, paleontology, etc.),

the development of, and the methods of, with emphasis on recent studies. Contemporary cultures and cultures in time. Tools of reconstruction cultures. Cultural discriptions and cross-cultural comparisons.

The courses above may be supplemented with practica and field study in the application of understandings and skills. An Open Corridor English Workshop is being established which will provide students with an opportunity not only to practice teaching English as a second language but also to observe and work at first hand with the problems and difficulties created by immersion in another culture. There is also the possibility of teaching in a bilingual public school setting or doing work related work with one of the many ethnic communities in the District of Columbia. Graduate students in the M.A.T. Program will be required to complete an intensive field study in biculturism.

Related Studies

Undergraduates enrolling for bilingual-bicultural education courses might typically pursue a teacher training program, or a major in such fields as English, a foreign language, or sociology. Graduate students in the M.A.T. concentration will round out their program with courses designed to help them teach more effectively in the cultural multiversity of the modern urban

setting.

Closely related to the bilingual-bicultural course of study are such courses as Ethnic Literature, Sociology of Urban Youth, Racial Majorities and Minorities, Seminar in American Pluralism, and Language Arts offerings.

PERSONNEL

Directors of the Institute of American Studies

James M. Van Dien, Jr., Director
B.S. Cornell University, M.A. Columbia University; Director of M.A.T. Program and Chairman of the Education Department, Trinity College.

Stanley F. Pickett, Associate Director
B.A. Harvard University; Director, American Language Academy.

Anna Modigliani Lynch, Associate Director
B.A. Barnard College, M.A. Columbia University; Associate Professor and Director of the Language Laboratories, Trinity College.

Instructional Staff

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Sr. Marion Duffy
A.B. Manhattanville College, M.A.T. Brown University.

Nancy Grayson
B.A., B.S. in Education Ohio State University, M.A. Howard University.

Jacqueline Pickett
B.A. Robert College.

BUDGET

Neither the Bilingual-Bicultural Education Program nor the Institute of American Studies has an independent budget. Faculty are employees of Trinity College or the American Language Academy. To the extent that tuition for the special courses offered covers the additional instructional costs involved, the Program is self-supporting.

EVALUATION

Since the Bilingual-Bicultural Education Program was only begun in the spring of 1972, it is too early to make an extensive evaluation. Student performance in the courses offered thus far indicates that the Program is a basically well designed and intellectually valid field of study. Student evaluation of courses and other informal feedback have been positive. The worth and appeal of the Program are also evidenced by the increasing amount of interest expressed and by the steady growth of course enrollments.

The Directors of the Institute of American Studies engage in ongoing evaluation in planning for the cycling, staffing, and addition of courses. When the first cycle of courses is completed in the summer of 1973, a more formal evaluation will be made, including an in-depth study of students who have gone through the Program and a survey of the schools and other organizations and groups with which students have done practica or field study.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The Bilingual-Bicultural Education Program contributes directly to the improvement of teacher education by providing intensive preparation for those who intend to teach in a bicultural setting, such as teachers of English as a second language. At present there are approximately eight undergraduates who intend to take the full complement of courses as well as four students in the M.A.T. concentration and one non-degree student working for the TESOLD Certificate. It is anticipated that these numbers will increase as the Program becomes better known and established.

However, the potential of the Program for the improvement of teacher education is much broader than preparation for bilingual and cross-cultural careers. Current course enrollments are several times more than the above figures would indicate; courses such as Language in Culture and Language and Ethnocentrism have value for all who must communicate effectively across cultural barriers. They can serve the needs of teachers, particularly those in English and the language arts, who work in the cultural diversity of the inner city. American teachers must also develop in themselves and impart through their teaching a deeper understanding of internationalism and of our own complex ethnic heritage. The study of culture through language provides a direct and concrete means of accomplishing these goals, and it is hoped that the Bilingual-

Bicultural Education Program will serve as both a stimulus and a model for others.